

# **English Language Arts Crosswalk Common Core State Standards to Connecticut State Standards**



**Grade 4**

GRADE 4			
CCSS	CT Standard Match	CT Assessment	Notes
READING STRAND: READING FOR LITERATURE STANDARDS			
Key Ideas and Details			
<b>CC.4.R.L.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>CT.4.R.20</b> Reading Comprehension: Before and During Reading: Summarize information to maintain focus and provide clarity.  <b>CT.4.R.22</b> Reading Comprehension: After Reading: General Understanding: Explain steps in a process, e.g., problem solving in mathematics, life cycle of a butterfly.  <b>CT.4.R.23</b> Reading Comprehension: After Reading: General Understanding: Summarize information, including main idea, most important text-based facts, details, and/or ideas, e.g., newspaper, magazine, Internet articles and content journals.  <b>CT.4.R.25</b> Reading Comprehension: After Reading: General Understanding: Infer characteristics, setting, plot events, theme and conflict.	<b>Degrees of Reading Power</b>  <b>CMT Reading Comprehension Forming a General Understanding</b>  <b>A2</b> Identify or infer important characters, problems, settings, events, relationships and details. <b>A3</b> Select and use relevant information from the text in order to summarize events and/or ideas in the text.	Good match for CT standard CT.4.R.23; weak match for CT.4.22, 24, 25 but collectively these CT standards address portions of the CCSS.
<b>CC.4.R.L.2</b> Determine a theme of a story, drama, or poem from details	<b>CT.4.R.23</b> Reading Comprehension: After Reading: General Understanding:	<b>CMT Reading Comprehension Forming a General Understanding</b>	

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in the text; summarize the text.	<p>Summarize information, including main idea, most important text-based facts, details, and/or ideas, e.g., newspaper, magazine, Internet articles and content journals.</p> <p><b>CT.4.R.25</b> Reading Comprehension: After Reading: General Understanding: Infer characteristics, setting, plot events, theme, conflict.</p>	<p><b>A2</b> Identify or infer important characters, problems, settings, events, relationships and details.</p> <p><b>A3</b> Select and use relevant information from the text in order to summarize events and/or ideas in the text.</p>	
<p><b>CC.4.R.L.3</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>	<p><b>CT.4.R.24</b> Reading Comprehension: After Reading: General Understanding: Describe the components of setting, e.g., time, location, descriptive surroundings.</p> <p><b>CT.4.R.25</b> Reading Comprehension: After Reading: General Understanding: Infer characteristics, setting, plot events, theme and conflict.</p>	<p><b>CMT Reading Comprehension Forming a General Understanding</b></p> <p><b>A2</b> Identify or infer important characters, problems, settings, events, relationships and details.</p>	Good match - CT standards addresses the elements of characteristics, setting, plot, theme, conflict and components of setting to show general understanding.
Craft and Structure			
<p><b>CC.4.R.L.4</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>	<p><b>CT.4.R.19</b> Reading Comprehension: Before and During Reading: Use cueing system and context clues to determine meanings of words.</p>	<p><b>Degrees of Reading Power</b></p> <p><b>CMT Reading Comprehension: Forming a General Understanding</b></p> <p><b>A5</b> Use context clues to determine meanings of unknown or multiple-</p>	CT addresses this standard but not as specifically as the CCSS, e.g., CT does not mention mythology specifically.

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		meaning words or figurative language	
<b>CC.4.R.L.5</b> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text.	<b>CT.4.R.26</b> Reading Comprehension: After Reading: Developing an Interpretation: Identify and explain the elements of particular literary forms, e.g., poetry, short story, biography, journalistic writing, narrative.	<b>CMT Reading Comprehension: Developing Interpretation</b>  <b>B1</b> Identify or infer the author's use of structure/organizational patterns	CCSS is more rigorous - asks to <u>explain differences</u> . The CT standard asks to identify and explain elements, not differences. Both documents address differences among literary forms.
<b>CC.4.R.L.6</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<b>CT.4.R.31</b> Reading Comprehension: After Reading: Developing an Interpretation: Identify and explain the difference between first-, second- and third-person point of view.  <b>CT.4.R.28</b> Reading Comprehension: After Reading: Developing an Interpretation: Use multiple texts to compare and contrast characters, settings, plots, themes, conflicts and points of view.	<b>CMT Reading Comprehension: Making Reader/Text Connections</b>  <b>C1</b> Make connections between the text and outside experiences and knowledge <b>C2</b> Select, synthesize and/or use relevant information within the text to write a personal response to the text	CT standards more rigorous - asks for other elements beyond point of view, e.g., use multiple texts to compare and contrast multiple elements.
Integration of Knowledge and Ideas			
<b>CC.4.R.L.7</b> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each	<b>CT.4.R.28</b> Reading Comprehension: After Reading: Developing an Interpretation: Use multiple texts to compare and contrast characters, settings, plots, themes, conflicts and		CCSS is more specific.

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version reflects specific descriptions and directions in the text.	points of view.		
<b>CC.4.R.L.9</b> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	<b>CT.4.R.28</b> Reading Comprehension: After Reading: Developing an Interpretation: Use multiple texts to compare and contrast characters, settings, plots, themes, conflicts and points of view.	<b>CMT Reading Comprehension: Making Reader/Text Connections</b>  <b>C1</b> Make connections between the text and outside experiences and knowledge <b>C2</b> Select, synthesize and/or use relevant information within the text to write a personal response to the text	The CCSS is more specific and demanding than the CT standard.
READING STRAND: READING FOR INFORMATION STANDARDS			
Key Ideas and Details			
<b>CC.4.R.I.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>CT.4.R.23</b> Reading Comprehension: After Reading: General Understanding: Summarize information, including main idea, most important text-based facts, details, and/or ideas, e.g., newspaper, magazine, Internet articles and content journals.  <b>CT.4.R.22</b> Reading Comprehension: After Reading: General Understanding: Explain steps in a process, e.g., problem solving in mathematics, life cycle of a butterfly.		Good match - CT standards refers to summarizing by including details and references explaining the steps in a process. CT standards do not indicate making inferences in informational text.
<b>CC.4.R.I.2</b> Determine the main idea of a text and explain how it is supported by key details;	<b>CT.4.R.22</b> Reading Comprehension: After Reading: General Understanding: Explain steps in a process, e.g.,		Good match -the focus of CCSS is main idea and explaining key ideas and CT standards focus on main ideas

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summarize the text.	<p>problem solving in mathematics, life cycle of a butterfly.</p> <p><b>CT.4.R.23</b>            Reading Comprehension: After Reading: General Understanding: Summarize information, including main idea, most important text-based facts, details, and/or ideas, e.g., newspaper, magazine, Internet articles and content journals.</p>		and text-based facts/details, as well as being able to explain the steps in a process.
<p><b>CC.4.R.I.3</b>            Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p><b>CT.4.R.22</b>            Reading Comprehension: After Reading: General Understanding: Explain steps in a process, e.g., problem solving in mathematics, life cycle of a butterfly.</p> <p><b>CT.4.R.23</b>            Reading Comprehension: After Reading: General Understanding: Summarize information, including main idea, most important text-based facts, details, and/or ideas, e.g., newspaper, magazine, Internet articles and content journals.</p>		<p>CT standards indicate the need for an explanation of steps in a process and a summarization of ideas in multiple texts, including nonfiction.</p> <p>The CCSS is more specific in reference to historical, scientific and technical texts.</p>
Craft and Structure			
<p><b>CC.4.R.I.4</b>            Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area.</p>	<p><b>CT.4.R.19</b>            Reading Comprehension: Before and During Reading: Use cueing system and context clues to determine meanings of words.</p>		CT standard is more specific in use of resources.

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	<p><b>CT.4.R.21</b> Reading Comprehension: Before and During Reading: Use appropriate resources to locate information, e.g., index, glossary, dictionary, thesaurus, directory, website on a specific topic or for a specific purpose.</p> <p><b>CT.4.R.2</b> Word Study: Know sounds and meanings for a wide range of suffixes and prefixes, including those relevant to specific content areas.</p>		
<p><b>CC.4.R.I.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<p><b>CT.4.R.29</b> Reading Comprehension: After Reading: Developing an Interpretation: Recognize organizational patterns of text, e.g., main ideas and supporting details, compare/contrast, cause/effect, sequence of events.</p>		CT asks for recognition but the CCSS asks for a description.
<p><b>CC.4.R.I.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p><b>CT.4.R.28</b> Reading Comprehension: After Reading: Developing an Interpretation: Use multiple texts to compare and contrast characters, settings, plots, themes, conflicts and points of view.</p>		CCSS includes three performance expectations and the state standard only addresses one of these.
Integration of Knowledge and Ideas			
<p><b>CC.4.R.I.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts,</p>	<p><b>CT.4.R.21</b> Reading Comprehension: Before and During Reading: Use appropriate resources to locate information, e.g.,</p>		The CT standard directs students to use resources to locate information and mentions larger parts of a

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graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	index, glossary, dictionary, thesaurus, directory, website on a specific topic or for a specific purpose.		text; e.g., index, glossary, while the CCSS looks more narrowly at charts, graphs. Both documents mention Web pages.
<b>CC.4.R.I.8</b> Explain how an author uses reasons and evidence to support particular points in a text.	<b>CT.4.R.32</b> Reading Comprehension: After Reading: Developing an Interpretation: Determine an author's purpose for including or omitting details to create meaning.		The CCSS is more rigorous. The CT standard has a different focus: to <u>ask why</u> an author omits or includes details, versus uses reasons to support.
<b>CC.4.R.I.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<b>CT.4.R.40</b> Reading Comprehension: After Reading: Content and Structure: Make generalizations about a topic after reading more than one text, e.g., life during the Civil War after reading several informational/expository and literary/narrative accounts of this historic period.		Both the CCSS and the CT standard call for integration of information from several texts.
READING STRAND: FOUNDATIONAL SKILLS STANDARDS			
Phonics and Word Recognition			
<b>CC.4.R.F.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<b>CT.4.R.1</b> Word Study: Know sounds for letter patterns common to multisyllable or low frequency words, e.g., ch as in machinery, chemistry and chip.  <b>CT.4.R.2</b> Word Study: Know sounds and meanings for a wide range of suffixes and prefixes, including those		The CT standards are more specific but the same general focus applies.



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	<p>relevant to specific content areas.</p> <p><b>CT.4.R.4</b> Word Study: Use letter-sound correspondence, structural analysis, and analogy to decode grade-appropriate unfamiliar words across all content areas.</p>		
<p><b>CC.4.R.F.3.a</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p><b>CT.4.R.4</b> Word Study: Use letter-sound correspondence, structural analysis, and analogy to decode grade-appropriate unfamiliar words across all content areas.</p>		Both documents call for using multiple strategies to decode.
Fluency			
<p><b>CC.4.R.F.4</b> Read with sufficient accuracy and fluency to support comprehension.</p>	<p><b>CT.4.R.6</b> Fluency: Read aloud, while comprehending, unpracticed text with fluency at 120-135+ words correct per minute.</p>		Excellent match; the CT standard is more specific.
<p><b>CC.4.R.F.4.a</b> Read grade-level text with purpose and understanding.</p>	<p><b>CT.4.R.5</b> Fluency: Adjust reading rate to match text complexity, type of text and purpose for reading, e.g., skimming for facts, scanning for key words, and close/careful reading for understanding new or complex ideas.</p>		Excellent match; the CT standard is more specific.
<p><b>CC.4.R.F.4.b</b> Read grade-level prose and poetry orally with accuracy,</p>	<p><b>CT.4.R.5</b> Fluency: Adjust reading rate to match text complexity, type of text and</p>		The CT standard calls for an adjusting rate while reading; it discusses fluency but does not

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appropriate rate, and expression.	<p>purpose for reading, e.g., skimming for facts, scanning for key words, and close/careful reading for understanding new or complex ideas.</p> <p><b>CT.4.R.6</b> Fluency: Read aloud, while comprehending, unpracticed text with fluency at 120-135+ words correct per minute.</p>		define it as at an accurate rate with expression.
<p><b>CC.4.R.F.4.c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>CT.4.R.3</b> Word Study: Use context to read and understand words with more than one pronunciation, e.g., an object vs. to object.</p>		The CT standard focuses on pronunciation, while the CCSS focuses on word recognition.

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<b>WRITING STRAND: WRITING STANDARDS</b>			
<b>Text Types and Purposes</b>			
<b>CC.4.W.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<b>CT.4.W.39</b> Writing Genres, Traits and Crafts: Persuasive: Write to persuade an audience to purchase a product or change a rule, e.g., advertisement, letter to principal about dress code.	<b>CMT Direct Assessment of Writing (DAW):</b> Both the CCSS and the CT State Framework list standards for narrative, expository, and persuasive writing for every grade. However, only one mode of writing is assessed on the CMT per grade. Students in Grades 3 and 4 will be prompted to write a narrative story; students in Grades 5 and 6 will write an expository essay; and students in Grades 7 and 8 will write a persuasive essay.	The CT standard is more specific, but the intent between the two documents is the same.
<b>CC.4.W.1.a</b> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	<b>CT.4.W.27</b> Writing Process: Plan: choose an appropriate written, oral or visual format based on audience and purpose.  <b>CT.4.W.28</b> Writing Process: Draft: complete a draft demonstrating connections among ideas.  <b>CT.4.W.37</b> Writing Genres, Traits and Crafts: Expository: Write a report with accurate use of appropriate text structure, e.g., organization, transition and sequence.	<b>CMT Direct Assessment of Writing (DAW):</b> Narrative  <b>CMT Direct Assessment of Writing (DAW):</b> Narrative  <b>CMT Direct Assessment of Writing (DAW):</b> Both the CCSS and the CT State Framework list standards for narrative, expository and persuasive writing for every grade. However, only one mode of writing is assessed on the CMT per grade. Students in Grades 3 and 4 will be prompted to write a narrative story; students in Grades 5 and 6 will write an expository essay; and students in	

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	<b>CT.4.W.38</b> Writing Genres, Traits and Crafts: Expository: Write a news article with a strong lead and supporting detail.	Grades 7 and 8 will write a persuasive essay.	
<b>CC.4.W.1.b</b> Purposes: Provide reasons that are supported by facts and details.	<b>CT.4.W.38</b> Writing Genres, Traits and Crafts: Expository: Write a news article with a strong lead and supporting detail.		The CT standard addresses one of the three aspects of the CCSS.
<b>CC.4.W.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<b>CT.4.W.37</b> Writing Genres, Traits and Crafts: Expository: Write a report with accurate use of appropriate text structure, e.g., organization, transition and sequence.  <b>CT.4.W.38</b> Writing Genres, Traits and Crafts: Expository: Write a news article with a strong lead and supporting detail.	<b>CMT Direct Assessment of Writing (DAW):</b> Both the CCSS and the CT State Framework list standards for narrative, expository, and persuasive writing for every grade. However, only one mode of writing is assessed on the CMT per grade. Students in Grades 3 and 4 will be prompted to write a narrative story; students in Grades 5 and 6 will write an expository essay; and students in Grades 7 and 8 will write a persuasive essay.	Both standards address the same goal; CT's standard is more specific.
<b>CC.4.W.2.a</b> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	<b>CT.4.W.37</b> Writing Genres, Traits and Crafts: Expository: Write a report with accurate use of appropriate text structure, e.g., organization, transition and sequence.	<b>CMT Direct Assessment of Writing (DAW):</b> Both the CCSS and the CT State Framework list standards for narrative, expository, and persuasive writing for every grade. However, only one mode of writing is assessed on the CMT per grade. Students in Grades 3 and 4 will be prompted to write a narrative story; students in Grades 5 and 6 will write an expository essay; and students in	The CT standard addresses the same goal; the CCSS is more specific.

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		Grades 7 and 8 will write a persuasive essay.	
<b>CC.4.W.2.b</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<b>CT.4.W.38</b> Writing Genres, Traits and Crafts: Expository: Write a news article with a strong lead and supporting detail.		The CT standard is specific to genre but both address the same goal.
<b>CC.4.W.2.c</b> Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	<b>CT.4.W.37</b> Writing Genres, Traits and Crafts: Expository: Write a report with accurate use of appropriate text structure, e.g., organization, transition and sequence.	<b>CMT Direct Assessment of Writing (DAW):</b> Both the CCSS and the CT State Framework list standards for narrative, expository, and persuasive writing for every grade. However, only one mode of writing is assessed on the CMT per grade. Students in Grades 3 and 4 will be prompted to write a narrative story; students in Grades 5 and 6 will write an expository essay; and students in Grades 7 and 8 will write a persuasive essay.	The CT standard refers to transition and organization and sequence.
<b>CC.4.W.2.e</b> Provide a concluding statement or section related to the information or explanation presented.	<b>CT.5.W.22</b> Writing Process: Revise: rework writing several times based on different points of focus, e.g., first reading - add details for elaboration; second reading - delete sentences or phrases to achieve paragraph unity; third reading - reorganize ideas for meaning.	<b>CMT Editing and Revising</b>	
<b>CC.4.W.3</b> Write narratives to develop real or imagined experiences	<b>CT.4.W.34</b> Writing Genres, Traits and Crafts: Narrative: Write a myth, legend or	<b>CMT Direct Assessment of Writing (DAW):</b> Narrative	A good match on the content of the writing with the CCSS being more specific on the

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or events using effective technique, descriptive details, and clear event sequences.	<p>fantasy piece, using literary devices, e.g., personification, metaphor, hyperbole.</p> <p><b>CT.4.W.35</b> Writing Genres, Traits and Crafts: Narrative: Provide a specific account of an event.</p> <p><b>CT.4.W.36</b> Writing Genres, Traits and Crafts: Narrative: Write a personal narrative in own voice, e.g., Spinach makes me gag.</p>		elements to be included in the writing.
<b>CC.4.W.3.c</b> Use a variety of transitional words and phrases to manage the sequence of events.	<b>CT.4.W.28</b> Writing Process: Draft: complete a draft demonstrating connections among ideas	<b>CMT Direct Assessment of Writing (DAW): Narrative</b>	The CT standards are weaker and do not specifically mention transitions in narrative writing.
<b>CC.4.W.3.e</b> Provide a conclusion that follows from the narrated experiences or events.	<b>CT.4.W.36</b> Writing Genres, Traits and Crafts: Narrative: Write a personal narrative in own voice, e.g., Spinach makes me gag.	<b>CMT Direct Assessment of Writing (DAW): Narrative</b>	
<b>Production and Distribution of Writing</b>			
<b>CC.4.W.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<p><b>CT.4.W.27</b> Writing Process: Plan: choose an appropriate written, oral or visual format based on audience and purpose</p> <p><b>CT.4.W.28</b> Writing Process: Draft: complete a draft demonstrating connections</p>	<b>CMT Direct Assessment of Writing (DAW): Narrative</b>	

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	among ideas		
<b>CC.4.W.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. (Editing for conventions should demonstrate command of Language standards 1–3, up to and including Grade 4 on page 29.)	<b>CT.4.W.27</b> Writing Process: Plan: choose an appropriate written, oral or visual format based on audience and purpose  <b>CT.4.W.28</b> Writing Process: Draft: complete a draft demonstrating connections among ideas.  <b>CT.4.W.29</b> Writing Process: Revise: revise a completed draft, incorporating feedback from peers and teacher, e.g., ... helped me understand the topic more clearly, I was confused by..., Be more clear about ..., Use a better word for ...  <b>CT.4.W.30</b> Writing Process: Edit: use multiple resources, e.g., dictionary, glossary, thesaurus, for proofreading and editing.	<b>CMT Direct Assessment of Writing (DAW): Narrative</b>	
<b>CC.4.W.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with	<b>CT.4.W.31</b> Writing Process: Publish/Present: publish and present final products in a variety of ways, including the arts and technology, e.g., book of poetry, a theatrical performance and a newscast.		The CT standard is not specific about keyboarding skills, but the intent of both documents is the same.

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others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.			
<b>Research to Build and Present Knowledge</b>			
<b>CC.4.W.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<b>CT.4.W.31</b> Writing Process: Publish/Present: publish and present final products in a variety of ways, including the arts and technology, e.g., book of poetry, a theatrical performance and a newscast.		The concept of research is not specifically mentioned in the CT standard.
<b>CC.4.W.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.	<b>CT.4.W.28</b> Writing Process: Draft: complete a draft demonstrating connections among ideas.	<b>CMT Direct Assessment of Writing (DAW): Narrative</b>	
<b>CC.4.W.9</b> Draw evidence from literary or informational texts to support analysis, reflection and research.	<b>CT.4.W.28</b> Writing Process: Draft: complete a draft demonstrating connections among ideas.	<b>CMT Direct Assessment of Writing (DAW): Narrative</b>	The introductory statement under CT's "Writing Genres, Traits and Crafts" includes many of the specific objectives in the CCSS. However, they are not numbered and, therefore, do not appear as CT standards. See page 61, Grade 4.
<b>CC.4.W.9.a</b> Apply Grade 4 Reading standards to literature (e.g., "Describe in depth a	<b>CT.4.W.35</b> Writing Genres, Traits and Crafts: Narrative: Provide a specific account of an event.	<b>CMT Direct Assessment of Writing (DAW): Narrative</b>	



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character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words or actions].").			

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<b>SPEAKING AND LISTENING STRAND: SPEAKING AND LISTENING STANDARDS</b>			
<b>Comprehension and Collaboration</b>			
<b>CC.4.SL.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly.	<b>CT.4.OL.2</b> Listening / Speaking: Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions.		The CCSS is more specific on defining discussion groups, but both documents focus on listening to others in discussion.
<b>CC.4.SL.1.a</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	<b>CT.4.OL.2</b> Listening / Speaking: Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions.		CCSS is more specific as to the type of preparation required before joining a discussion.
<b>CC.4.SL.1.c</b> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	<b>CT.4.OL.2</b> Listening / Speaking: Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions.		Both documents focus on posing and responding to questions in discussions.
<b>CC.4.SL.1.d</b> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	<b>CT.4.OL.2</b> Listening / Speaking: Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions.		The CT standard is not specific.
<b>CC.4.SL.2</b>	<b>CT.3.OL.3</b>		The CT standard only

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<b>CCSS</b>	<b>CT Standard Match</b>	<b>CT Assessment</b>	<b>Notes</b>
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.	Listening: Paraphrase information that has been shared by others.		addresses one of the multi-tiered CCSS expectations (paraphrase).
<b>Presentation of Knowledge and Ideas</b>			
<b>CC.4.SL.4</b> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	<b>CT.4.OL.1</b> Listening / Speaking: Speak in a clear voice with fluency to communicate an accurate message (i.e., present dramatic interpretations of experiences, stories, poems, plays, directions.  <b>CT.4.OL.3</b> Listening / Speaking: Make oral presentations that show appropriate consideration of audience, purpose and information to be conveyed.  <b>CT.4.OL.4</b> Listening / Speaking: Use volume, pitch, phrasing, pace, modulation and gestures to enhance meaning.		Both documents address the same components of presentation of ideas.
<b>CC.4.SL.5</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	<b>CT.4.W.31</b> Writing Process: Publish/Present: publish and present final products in a variety of ways, including the arts and technology, e.g., book of poetry, a theatrical performance, a newscast		

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<b>CC.4.SL.6</b> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 28 for specific expectations.)	<b>CT.4.OL.3</b> Listening / Speaking: Make oral presentations that show appropriate consideration of audience, purpose and information to be conveyed.		

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<b>LANGUAGE STRAND: LANGUAGE STANDARDS</b>			
<b>Conventions of Standard English</b>			
<b>CC.4.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>CT.2.OL.10</b> Speaking: Use oral language conventions, such as structures of standard English.  <b>CT.3.W.30</b> Writing Process: Revise: revise a completed draft by rearranging words, phrases or sentences, provide supporting details, use correct sequence and fix run-on sentences and fragments.	<b>CMT Direct Assessment of Writing (DAW): Narrative</b>  <b>CMT Editing and Revising</b>	The CT Grade 2 standard addresses the component of speaking.
<b>CC.4.L.1.f</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	<b>CT.3.W.43</b> Writing Genres, Traits and Crafts: Persuasive: Write two or more paragraphs, stating an opinion and supporting that opinion with details.		The CCSS includes fragments and run-ons that are not included in the CT standard.
<b>CC.4.L.1.g</b> Correctly use frequently confused words (e.g., to, too, two; there, their).*	<b>CT.4.W.8</b> Spelling: Spell common homophones, e.g., its, it's; know, no; your, you're.	<b>CMT Editing and Revising</b>	Excellent match.
<b>CC.4.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>CT.4.W.20</b> Capitalization/Punctuation/Usage: Use italics, underlining, or quotation marks for titles.  <b>CT.4.W.21</b> Capitalization/Punctuation/Usage: Use colon after greeting in a business	<b>CMT Editing and Revising</b>	Collective match using multiple CT standards.

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	<p>letter.</p> <p><b>CT.4.W.22</b> Capitalization/Punctuation/Usage: Use hyphen between syllables at line breaks.</p> <p><b>CT.4.W.23</b> Capitalization/Punctuation/Usage: Use single/plural agreement between nouns and modifiers, e.g., one child and two children.</p> <p><b>CT.4.W.24</b> Capitalization/Punctuation/Usage: Logically use conjunctions, e.g., I like dogs, but I am allergic to them.</p> <p><b>CT.4.W.25</b> Capitalization/Punctuation/Usage: Use correct placement of pronouns. Correct examples: - Juanita and I went to the store. - She gave candy to Juanita and me. Incorrect examples: - Me and Juanita went to the store. - She gave the candy to Juanita and I.</p> <p><b>CT.4.W.26</b> Capitalization/Punctuation/Usage: Use resources to find correct spelling for words identified as misspelled, e.g., electronic spellers, dictionaries,</p>		

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	<p>personal dictionaries.</p> <p><b>CT.4.W.19</b> Capitalization/Punctuation/Usage: Use comma after an introductory phrase, e.g., After the scary movie, she wished she had read the book, or clause, e.g., After she went to the movie, she wanted to read the book.</p> <p><b>CT.4.W.18</b> Capitalization/Punctuation/Usage: Use comma in complete address, e.g., 345 Oak Ave., Hartford, CT.</p> <p><b>CT.4.W.17</b> Capitalization/Punctuation/Usage: Use comma to set off titles or initials, e.g., Dr. Smith, M.D..</p> <p><b>CT.4.W.16</b> Capitalization/Punctuation/Usage: Cite sources, e.g., lists titles and authors alphabetically.</p> <p><b>CT.4.W.15</b> Capitalization/Punctuation/Usage: Indent paragraphs consistently.</p> <p><b>CT.4.W.14</b> Capitalization/Punctuation/Usage: Use resources to correct capitalization.</p>		

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	<p><b>CT.4.W.13</b> Capitalization/Punctuation/Usage: Capitalize abbreviations correctly, e.g., Calif. or CA, Mr., Dr.</p> <p><b>CT.4.W.12</b> Capitalization/Punctuation/Usage: Capitalize important words in a title of a book or article, e.g., Martin's Big Words: The Life of Dr. Martin Luther King, Jr.</p> <p><b>CT.4.W.11</b> Capitalization/Punctuation/Usage: Use capitalization, punctuation, and usage rules from previous grades.</p> <p><b>CT.4.W.10</b> Spelling: Apply spelling knowledge in writing (vowels, patterns, etc.).</p> <p><b>CT.4.W.9</b> Spelling: Use knowledge about morphology and structural analysis as an aid to spelling words.</p> <p><b>CT.4.W.7</b> Spelling: Spell high-frequency words correctly, e.g., people, water.</p> <p><b>CT.4.W.5</b> Spelling: Use spelling rules and</p>		



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	patterns from previous grades.		
<b>CC.4.L.2.a</b> Use correct capitalization.	<b>CT.3.W.11</b> Capitalization/Punctuation/Usage: Capitalize first word inside quotation marks.  <b>CT.3.W.12</b> Capitalization/Punctuation/Usage: Capitalize all proper nouns.  <b>CT.3.W.13</b> Capitalization/Punctuation/Usage: Write apostrophes to show possession.  <b>CT.3.W.14</b> Capitalization/Punctuation/Usage: Use period after an abbreviation or initial, e.g., Dr. Georgia Scott, M.D.	<b>CMT Editing and Revising</b>	The Connecticut standards are much more specific than the CCSS.
<b>CC.4.L.2.b</b> Use commas and quotation marks to mark direct speech and quotations from a text.	<b>CT.4.W.11</b> Capitalization/Punctuation/Usage: Use capitalization, punctuation, and usage rules from previous grades.		The Grade 4 CT standard does not specifically address marking direct speech and quotations. Grade 3 does address it. See Grade 3, Standard 19.
<b>CC.4.L.2.c</b> Use a comma before a coordinating conjunction in a compound sentence.	<b>CT.3.W.11</b> Capitalization/Punctuation/Usage: Capitalize first word inside quotation marks.		
<b>CC.4.L.2.d</b> Spell grade-appropriate words correctly, consulting references as needed.	<b>CT.4.W.6</b> Spelling: Spell grade-appropriate words taught as part of the curriculum across content areas.	<b>CMT Editing &amp; Revising</b>	Excellent match.

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<b>CCSS</b>	<b>CT Standard Match</b>	<b>CT Assessment</b>	<b>Notes</b>
<b>Knowledge of Language</b>			
<b>CC.4.L.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<b>CT.2.OL.10</b> Speaking: Use oral language conventions, such as structures of standard English.  <b>CT.3.OL.4</b> Speaking: Express clearly main idea and elaborate with supporting details.  <b>CT.3.OL.6</b> Speaking: Present ideas with clarity, voice and fluency to communicate a message, e.g., present dramatic interpretations of experiences, stories, poems or plays.		The CT standards capture only the "speaking" aspect of the CCSS objective.
<b>CC.4.L.3.c</b> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	<b>CT.4.OL.3</b> Listening/Speaking: Make oral presentations that show appropriate consideration of audience, purpose and information to be conveyed.		The CT standards call for consideration for audience, which assumes addressing formal and informal situations differently.
<b>Vocabulary Acquisition and Use</b>			
<b>CC.4.L.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	<b>CT.4.R.8</b> Vocabulary: Identify specific words or phrases causing comprehension difficulties and apply strategies to support comprehension.  <b>CT.4.R.19</b> Reading Comprehension: Before and	<b>CMT Degrees of Reading Power (DRP ®)</b>  <b>CMT Reading Comprehension: Forming a General Understanding</b>  <b>A4</b> Use information from the text to make predictions based on what is	Between the CT standards the intent of the CCSS is reached.

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	<p>During Reading: Use cueing system and context clues to determine meanings of words.</p> <p><b>CT.4.R.21</b> Reading Comprehension: Before and During Reading: Use appropriate resources to locate information, e.g., index, glossary, dictionary, thesaurus, directory, website on a specific topic or for a specific purpose.</p>	<p>read</p> <p><b>A5</b> Use context clues to determine meanings of unknown or multiple-meaning words or figurative language</p> <p><b>CMT Reading Comprehension: Developing Interpretation</b></p> <p><b>B1</b> Identify or infer the author's use of structure/organizational patterns.</p>	
<p><b>CC.4.L.4.a</b> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>	<p><b>CT.4.R.19</b> Reading Comprehension: Before and During Reading: Use cueing system and context clues to determine meanings of words.</p>	<p><b>CMT Degrees of Reading Power (DRP ®)</b></p> <p><b>CMT Reading Comprehension: Forming a General Understanding</b></p> <p><b>A4</b> Use information from the text to make predictions based on what is read</p> <p><b>A5</b> Use context clues to determine meanings of unknown or multiple-meaning words or figurative language</p> <p><b>CMT Reading Comprehension: Developing Interpretation</b></p> <p><b>B1</b> Identify or infer the author's use of structure/organizational patterns</p>	Both documents refer to context to determine meaning.
<p><b>CC.4.L.4.b</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to</p>	<p><b>CT.4.R.10</b> Vocabulary: Infer word meanings from common roots, prefixes, suffixes, e.g., port: transportation,</p>		The CT standard is not specific as to Greek and Roman affixes and roots; however CT standard

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the meaning of a word (e.g., telegraph, photograph, autograph).	porter, import, report.  <b>CT.4.R.21</b> Reading Comprehension: Before and During Reading: Use appropriate resources to locate information, e.g., index, glossary, dictionary, thesaurus, directory, website on a specific topic or for a specific purpose.		CT.4.R.10 globally requires affixes and root knowledge.
<b>CC.4.L.4.c</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	<b>CT.4.R.21</b> Reading Comprehension: Before and During Reading: Use appropriate resources to locate information, e.g., index, glossary, dictionary, thesaurus, directory, website on a specific topic or for a specific purpose.		Both documents focus on the same standard.
<b>CC.4.L.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>CT.4.R.36</b> Reading Comprehension: After Reading: Content and Structure: Identify literacy devices the author uses to appeal to the reader, e.g., humor, imagery.	<b>CMT Reading Comprehension: Examining Content and Structure</b>  <b>D1</b> Analyze and evaluate the author's craft including use of literary devices and textual elements <b>D2</b> Select, synthesize and/or use relevant information within the texts to extend or evaluate the texts <b>D3</b> Demonstrate an awareness of an author's or character's values, customs and beliefs included in the text	The CCSS is more specific.
<b>CC.4.L.5.a</b> Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in	<b>CT.4.R.37</b> Reading Comprehension: After Reading: Content and Structure: Identify and explain the author's use	<b>CMT Reading Comprehension: Examining Content and Structure</b>  <b>D1</b> Analyze and evaluate the author's craft including use of literary devices	Both standards address the same intent.

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<b>CCSS</b>	<b>CT Standard Match</b>	<b>CT Assessment</b>	<b>Notes</b>
context.	of metaphor and onomatopoeia.	and textual elements <b>D2</b> Select, synthesize and/or use relevant information within the texts to extend or evaluate the texts <b>D3</b> Demonstrate an awareness of an author's or character's values, customs and beliefs included in the text	
<b>CC.4.L.5.c</b> Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	<b>CT.1.R.25</b> Vocabulary: Identify common antonyms and synonyms.		
<b>CC.4.L.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	<b>CT.4.R.7</b> Vocabulary: Develop a high-frequency word vocabulary list from literary and content area texts, e.g., across content vocabulary notebook.  <b>CT.4.R.11</b> Vocabulary: Use new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities, in oral and written communication.  <b>CT.4.R.13</b> Vocabulary: Define words and concepts necessary for understanding math, science, social studies, literature and other content area text.		The combined CT standards address the CCSS exactly.

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	<b>CT.4.R.14</b> Vocabulary: Explain that some words have a different meaning in different content areas, e.g., concept of shade in science and art.		